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ABSTRACT

This resource guide addresses Outcome 8 of Quality Performance Accreditation (QPA), which was adopted by the Kansas State Board of Education in 1991, to be implemented in all school districts by 1994-95. QPA's stated purpose is to prepare learners to live, learn, and work in a global society. Ten outcomes are identified for schools and communities to use as guidelines in designing their local programs. For Outcome 8, schools and communities are enjoined to ensure that students have the knowledge, skills, and attitudes essential to live a healthy and productive life. Four state indicators of the successful implementation of Outcome 8 are listed. Local schools and communities will assume much of the responsibility for determining what curriculum should be adopted to address Outcome 8, how the results will be measured, and how the results will be used for local school improvement. This resource guide is intended for local school districts and communities. It does not stipulate state requirements or mandates; instead, it provides 16 examples of local indicators that might be adopted for Outcome 8, and suggests several ways of assessing each indicator if it is established. This range of possible options can be adopted, adapted, or rejected at the local level. (CC)

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ED 369 001

KANSAS QUALITY PERFORMANCE ACCREDITATION (QPA)

A RESOURCE GUIDE FOR SCHOOLS AND THEIR COMMUNITIES AS THEY ADDRESS QPA OUTCOME 8

(Please discard previous Resource Document for Outcome 8)

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November, 1992

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KANSAS
QUALITY PERFORMANCE ACCREDITATION (QPA)

A RESOURCE GUIDE FOR ADDRESSING OUTCOME 8

EXAMPLES OF INDICATORS AND OUTCOME PERFORMANCE MEASURES WHICH SCHOOLS AND COMMUNITIES MAY CHOOSE TO ADOPT OR ADAPT. THESE ARE NOT REQUIRED TO BE USED IN THE QPA PROCESS.

November, 1992

Note: The materials contained in this publication are not required to be used in the QPA process, unless they come directly from the QPA plan itself. They are intended only as examples for local district and community consideration.

INTRODUCTION

In March, 1991, the Kansas State Board of Education adopted Quality Performance Accreditation (QPA) to be piloted in 50 school districts in 1991-92 and implemented in all Kansas districts by 1994-95. After review and suggestions by citizens and educators of Kansas, the State Board adopted a revised QPA plan in August, 1992. Quality Performance Accreditation is an effort to address school improvement, accountability, and individual student performance at the building level.

Four areas are identified in QPA as essential to accomplishing the mission of preparing Kansas learners to live, learn, and work in a global society:

1) school improvement through effective schools principles;

2) high standard of academic performance through an integrated curricular approach;

3) human resource development/staff training and retraining; and

4) community-based programs/the learning community concept.

Ten outcomes are identified as a framework for schools and communities to address in designing, implementing, and evaluating the local program. The ten outcomes appear on page eleven of this document. Each of the ten outcomes includes one or more standard and one or more state and/or local indicator for each of the standards. In addition, local schools, working with their communities, are encouraged to add local indicators to each of the outcomes.

A resource guide is a document which offers suggestions for local action. It is not designed to stipulate state requirements or mandates. Rather, it presents a range of possible options which can be adopted, adapted or rejected at the local level. This publication is such a document; and as such it is provided to help local districts and communities identify additional potential indicators and assessment techniques for Outcome 8.

Outcome 8 states:

Students have the physical and emotional well-being necessary to live, learn, and work in a global society.

The standard for Outcome 8 is:

All students have the knowledge, skills, and attitudes essential to live a healthy and productive life.

Following are the four state indicators for the standard:

State Indicator 1: Schools will demonstrate that they have implemented the State Board of Education's Human Sexuality and AIDS guidelines.

State Indicator 2: Students will participate in individual and team physical activities which prepare them for healthy lifelong living.

State Indicator 3: Students will demonstrate an increased commitment to family, school, and community which will be reflected through a delayed or eliminated use of tobacco, alcohol and other drugs.

State Indicator 4: Schools will demonstrate a decrease in student at-risk behavior; e.g., teenage pregnancy and sexually transmitted diseases.

In addition, the QPA plan states that "Local indicators for this State Outcome will be developed and used."

The framework of the Quality Performance Accreditation document requires local schools and communities to assume much of the responsibility for determining the following when addressing Outcome 8:

a) What knowledge, skills, and attitudes, in addition to those in the State Indicators, does the local community want students to possess in order to live a healthy and productive life?

b) At what developmental or age level are specific knowledge, skills, and attitudes appropriate?

c) How will the knowledge, skills, and attitudes identified by the State Board and the local community be addressed through an integrated curricular approach?

d) How will student knowledge, skills, and attitudes be measured?

e) How will the results be used in the local school improvement process?

Districts and communities are encouraged to use local, state, and national health data for children, adolescents and adults when determining essential knowledge, skills, and attitudes. Additionally, districts are encouraged to consider what the research says makes programs effective.

The examples which follow are not required to be used in the QPA process. The intent is to stimulate thought and discussion about how the local school, district, and community will achieve Outcome 8.

EXAMPLES OF LOCAL INDICATORS THAT THE SCHOOL AND COMMUNITY MIGHT ADOPT OR ADAPT FOR OUTCOME 8

(K=Knowledge, S=Skills, A=Attitudes, P=Practices)

Note: Acquisition of knowledge, skills, and attitudes contributes to healthful practices. The age of the student and whether a particular item is appropriate for that age must always be taken into consideration when using these or other indicators.

As a result of participating in the preK-12 school experience, students:

1. acquire a basic understanding of human growth and development. (K)
2. know healthful behaviors which can prevent the majority of lifestyle-related deaths, diseases, injuries, and loss of quality of life. (K)
3. know the rules, strategies, and social behaviors for engaging in a variety of physical activities. (K)
4. demonstrate basic first aid and health care practices. (K/S)
5. develop and maintain positive personal relationships with family, peers, and others. (K/S/P)
6. cope with stresses of everyday living. (K/S/P)
7. demonstrate movement skills necessary to perform a variety of physical activities. (S)
8. accept self. (S/A/P)
9. accept responsibility for one's own well-being. (S/A/P)
10. respect others and accept human diversity. (A/P)
11. value movement and physical activity for contributions to a healthful lifestyle. (A/P)
12. engage in safe living practices. (P)
13. engage in physical activity daily. (P)
14. eat a healthful diet. (P)
15. abstain from using tobacco, alcohol, and other drugs. (P)
16. abstain from sexual activity or are responsible about sexual practices. (P)

POSSIBLE WAYS OF ASSESSING LOCAL INDICATORS

The examples which follow are not required to be used in QPA process. The intent is to stimulate thought and discus about how the local school, district, and community achieve Outcome 8.

Examples of Indicators	Examples of Outcome Performance Measures
	On criterion-referenced cognitive assessment instruments, at an appropriate age level determined by the local school and community, students:
1. acquire a basic understanding of human growth and development.	• identify body parts, systems, and functions.
	• compare growth patterns of males and females.
	• outline the life cycle process from conception to death.
	• state the physiological effects of physical activity.
	• describe emotional and psychological development.
2. know healthful behaviors which can prevent the majority of lifestyle-related deaths, diseases, injuries, and loss of quality of life.	• name health risk behaviors which cause the majority of preventable deaths, diseases, injuries, and loss of quality of life for children, youth, and adults.
	• list safety practices which can prevent the majority of deaths, injuries, and loss of quality of life.
	• prepare a personal physical fitness and activity plan.
	• write personal nutrition goals using the Dietary Guidelines for Americans.
	• identify behaviors which contribute to positive emotional health.
	• describe ways in which abuse and violence can be prevented.
	• select healthful alternatives to using tobacco, alcohol, and other drugs.
3. know the rules, strategies, and social behaviors for a variety of physical activities.	• recall rules and strategies for games and sports.
	• describe personal and group conduct appropriate for engaging in physical activity.

4. demonstrate basic first aid and health care practices.

- describe personal hygiene practices.
- state procedures for contacting emergency medical technicians.
- identify basic preventative health care procedures.
- interpret prescription and over-the-counter medication labels.

On skills checklists, at an appropriate age level determined by the local school and community, students:

- demonstrate basic first aid and CPR procedures.
- assess own health-related physical fitness.

5. develop and maintain positive personal relationships with family, peers, and others.

On criterion-referenced cognitive assessment instruments, at an appropriate age determined by the local school and community, students

- differentiate among family structures, roles, and responsibilities.
- develop criteria for selecting friends.
- evaluate qualities of a partner for dating and in deciding on marriage.

On skills checklists and in rehearsal situations, at an appropriate age determined by the local school and community, students:

- demonstrate interpersonal communications skills.
- demonstrate negotiation and conflict resolution skills.
- demonstrate parenting and child care skills.

Through self-reports and teacher/staff observation, at an appropriate age determined by the local school and community, students:

- indicate having at least one trusted adult in whom to confide.
- indicate having friends.
- demonstrate acceptance of human diversity.
- exhibit cooperativeness in working with others.
- report participation in school and community activities.

6. cope with stresses of everyday living.

On cognitive assessment instruments, at an appropriate age determined by the local school and community, students;

- list ways to cope with stress.
- organize time to balance family, school, work, and social responsibilities.
- plan financial responsibilities.

In role-play, rehearsal situations, at an appropriate age determined by the local school and community, students:

- demonstrate decision-making and problem-solving capabilities.
- exhibit the ability to cope with rejection and failure.
- demonstrate socially positive ways to refuse tobacco, alcohol, and other drugs.
- demonstrate ways to avoid high risk situations, such as early and unprotected sexual activity.
- reinforce healthful behaviors of others.

Teachers/staff observe that, at an appropriate age determined by the local school and community, students:

- demonstrate ability to cope with family, school, work, and social pressures.
- demonstrate ability to cope with family mobility.
- demonstrate ability to effectively deal with family anger.

7. demonstrate movement skills necessary to perform a variety of physical activities.

Teachers observe that, at an appropriate age determined by the local school and community, students:

- perform developmentally appropriate movement forms and body management.
- perform motor skills necessary to participate in a variety of rhythmic, fitness, and lifetime sports and activities.

8. accept self.

On self-assessment inventories, at an appropriate age determined by the local school and community, students:

- evaluate personal strengths and weaknesses/dislikes.
- recognize and accept successes and failures.
- identify and evaluate personal values.
- express comfort with sexual identity.
- express a belief in self competence.
- examine the effect of gender and racial differences and biases on self-concept.
- analyze the implications of family history of health-risk behavior on self-concept.

On self-reports and through teacher/staff observations, at an appropriate age determined by the local school and community, students:

- express self-satisfaction most of the time.
- believe others like them.
- demonstrate equal comfort with being alone or in groups.
- work on improving personal weaknesses/dislikes.

9. accept responsibility for own well-being.

- express importance of healthful behaviors.
- establish goals for the future.
- believe in own mortality.
- seek help when needed through accessing school and community mental and physical health resources.

10. respect others and accept human diversity.

- are courteous to others.
- consider the effects of own actions on others.
- are respectful of teachers and other staff.
- are tolerant of human differences.
- exhibit sportsmanship in competitive situations.

11. value movement and activity for contributions to a healthy lifestyle.	• express pleasure when participating in movement and physical activity. • plan for daily opportunities to engage in movement and physical activity.

Based on anonymous self-reports, at an appropriate age determined by the local school and community, students:

12. engage in safe living practices.	• obey safety regulations at school, home, and in the community. • wear a selt belt when riding in or driving a vehicle. • wear a helmet when riding on or driving a bicycle, motorcycle, or all-terrain vehicle. • decline to ride in a vehicle driven by someone under the influence of alcohol or other drugs. • resist inappropriate touching by a stranger or an aquaintance. • abstain from carrying a gun or other weapons on inappropriate occasions. • demonstrate ability to avoid high risk situations including involvement in family or gang-related violence.
13. engage in physical activity daily.	• engage in moderate to vigorous aerobic activity a minimum of 20 minutes per day, three days per week. • engage in light to moderate physical activity daily.
14. eat a healthful diet.	• eat a variety of foods. • choose a diet high in vegetables, fruits, and grain products. • choose a diet low in fat, saturated fat, and cholesterol. • use sugars, salt, and sodium in moderation.
15. abstain from tobacco, alcohol, and other drug use.	• refuse peer and media pressure to use tobacco, alcohol, and other drugs. • engage in healthful alternatives to tobacco, alcohol, and other drug use.

16. abstain from sexual activity or are responsible about sexual practices.	• resist peer and media pressure to engage in sexual activity. • resist high risk sexual behavior such as that which is early, unprotected, or with multiple partners.

Additional outcome measures which the local school and community may wish to consider include the school's collecting the following types of data:

- Results of health-related physical fitness assessments.
- Results of health screenings.
- Number of student-involved school accident reports.
- Incidence of alcohol and other drug referrals by school staff.
- Number of referrals by school staff for health and counseling services.
- Number of teen pregnancies and school referrals for prenatal care.
- Number of suicide attempts and completions.
- Number of child abuse reports as compiled by the county.
- Number of reported fights and other acts of violence.
- Number of students participating in school breakfast and lunch program.

Appendix A

KANSAS QUALITY PERFORMANCE ACCREDITATION (QPA)

Outcomes related to school improvement through effective schools principles

Outcome 1: Teachers, principals, board members, and all other educational staff establish high expectations for student learning and provide continuous monitoring of student achievement.

Outcome 2: Schools have a basic mission which prepares the learners to live, learn, and work in a global society.

Outcome 3: Teachers, principals, board members, and other educational staff demonstrate that students are actively engaged in learning within an orderly and safe environment.

Outcome 4: Schools have an instructional leadership which results in improved student performance.

Outcomes related to high standard of academic performance through an integrated curricular approach

Outcome 5: Students communicate effectively to live, learn, and work in a global society.

Outcome 6: Students think creatively and solve problems necessary to live, learn, and work in a global society.

Outcome 7: Students work effectively both independently and in groups to live, learn, and work in a global society.

Outcome 8: Students have the physical and emotional well-being necessary to live, learn, and work in a global society.

Outcomes related to human resource development/staff training and retraining

Outcome 9: Staff development results in increased staff knowledge and new or enhanced instructional skills that result in increased student success.

Outcomes related to community-based programs/the community learning concept

Outcome 10: The school and community collaborate to create a learning community.

Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- develop and extend resources for parenting programs and early childhood education
- expand learner-outcome curriculum and learner-focused instruction
- provide inclusive learning environments
- strengthen involvement of business and industry in education
- provide quality staff and organizational development.

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